

Citation for published version:

Sandoval-Hernández, A, Miranda, D, Treviño, E & Schmelkes, S 2019, *Is democracy overrated? Latin American students' support for dictatorships*. International Association for the Evaluation of Educational Achievement, Amsterdam. <https://www.iea.nl/sites/default/files/2019-10/Compass_brief_7%20Is%20Democracy%20Overrated.pdf>

Publication date:
2019

Document Version
Publisher's PDF, also known as Version of record

[Link to publication](#)

University of Bath

Alternative formats

If you require this document in an alternative format, please contact:
openaccess@bath.ac.uk

General rights

Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

Take down policy

If you believe that this document breaches copyright please contact us providing details, and we will remove access to the work immediately and investigate your claim.



IEA

Researching education, improving learning

COMPASS

BRIEFS IN EDUCATION

NUMBER 7 SEPTEMBER 2019



Is democracy overrated?

Latin American students' support for dictatorships

SUMMARY

Results from the IEA International Civic and Citizenship Education Study (ICCS) 2016 show that more than two-thirds of the students in the participating Latin American countries reported that they would support a dictatorship as a form of government if it brought order and security, or if it brought economic benefits. This brief looks closer at these findings in order to identify possible explanations and potential policy implications. Families and formal education have a potential role in instilling democratic values in future citizens, but it is clear that not all depends on schools and families. In failing democratic systems, where informed citizens do not trust their institutions, there is a need to improve transparency, and eradicate corruption in order to promote support for democratic values.

IMPLICATIONS

- In all the Latin American countries that participated in ICCS 2016, students with higher levels of civic knowledge tended to be less likely to support a dictatorship. Therefore:
 - Schools may be able to contribute to the promotion of democratic values by improving the quality of civic education.
- In all the countries analyzed, students who reported speaking more frequently with their parents about social and political issues, also tended to be less likely to support a dictatorship. Therefore:
 - Families that hold democratic values may be able to improve support for democratic systems by discussing social and political issues with their children.
- In countries with democratic systems that are perceived to be failing, students with higher levels of civic knowledge tended to be more critical and report lower levels of trust in institutions. Therefore:
 - Civic institutions within countries may be able to support the development of democratic values in young people by improving their transparency and eradicating corrupt practices.

International Association for the Evaluation of Educational Achievement (IEA), Amsterdam.
Website: www.iea.nl

Follow us:



@iea_education



IEAResearchInEducation



IEA

INTRODUCTION

Results from ICCS 2016 show that, in participating Latin American countries, 69 percent of students viewed order and security as an acceptable justification for a dictatorial government, while 65 percent would tolerate a dictatorship if it brought economic benefits (Schulz et al. 2018a).

Previous results from the International Civic and Citizenship Education Study (ICCS) 2009 showed that the majority of lower-secondary students in the Latin American countries that participated in 2009 also considered that dictatorships were justified if they brought economic benefits or greater security (Schulz et al. 2011). A recent Latinobarómetro opinion survey¹ indicated that almost half of the adult population of the countries surveyed tended to show support or indifference to undemocratic governments (Latinobarómetro 2018).

To some extent, these figures indicate the failure of democratic systems in the region. While Latin American countries are experiencing the longest uninterrupted period of democracy in their respective histories, very few of these democratic systems are thriving economically or socially, and, most importantly, in their institutional life. In fact, political observers suggest that democracy has collapsed in several Latin American countries, giving way to either authoritarian regimes or enclaves within weak democratic systems (Mainwaring and Pérez-Liñán 2015). Criminal organizations rule the poorer parts of many cities and even whole municipalities in several Latin American countries (see, for example, Gallardo-Gómez 2018). For example, data from the Varieties of Democracy (V-Dem) project² show that, in most of the countries in the region, democracy is weaker than it has been for decades. Public support for and satisfaction with democracy is also fading, according to the Latin American Public Opinion Project (LAPOP).³ In this complex political climate, it becomes important to identify the factors that are associated with students' support for dictatorships, and examine the ways schools, families, and political institutions can contribute to encouraging democratic values in future citizens.

DATA AND ANALYSIS

IEA's ICCS is a comparative research program that investigates the ways in which grade eight students are prepared to undertake their roles as citizens. ICCS 2016 collected data in five Latin American countries: Chile, Colombia, the Dominican Republic, Mexico, and Peru.

- 1 Latinobarómetro is an annual public opinion survey applied to nationally representative samples in 18 Latin American countries. It observes the development of democracies, and economies and societies, using indicators of attitude, opinion, and behavior.
- 2 See <https://www.v-dem.net/en/> for more information.
- 3 See <https://www.vanderbilt.edu/lapop/> for more information.

We focused on two questions included in the ICCS 2016 Latin American student questionnaire concerning potential justifications for dictatorial rule. Students were asked to rate their level of agreement with statements that said the establishment of dictatorships was justified when they brought: (1) "order and safety" and (2) "economic benefits." In the five Latin American countries that participated in ICCS 2016, high proportions of students agreed with these two statements (on average 69% and 65%, respectively), meriting further analysis of the underlying factors prompting these results.

Using the data from ICCS 2016, our analyses were guided by the following question: Can schools, families, and institutions play a role in decreasing the levels of support for dictatorships reported by students? To answer this question, we undertook a series of comparisons, using one school-related variable (students' civic knowledge), one family-related variable (the reported frequency with which students talk to their parents about political and social issues), and one variable related to institutions (students' trust in civic institutions).⁴

RESULTS

CAN SCHOOLS PLAY A ROLE IN DECREASING STUDENTS' LEVELS OF SUPPORT FOR DICTATORSHIPS?

To answer this question, we compared the average civic knowledge of the students who justified dictatorial rule with those who did not⁵ across the five Latin American countries participating in ICCS 2016. We separated the results for the two questions of interest. On average, students who justified dictatorships tended to also have lower civic knowledge scores (Figure 1).

The differences between the two groups are statistically significant in nearly all cases; Peru was the only exception, where there was no statistically significant difference in the civic knowledge scores of students who agreed and students who disagreed that dictatorships that brought "order and safety" were justified. This finding suggests that schools could contribute to decreased student support for dictatorships by increasing their students' levels of civic knowledge.

- 4 Detailed information about all the variables used for these analyses, including the index "Students' trust in civic institutions" can be found in the ICCS 2016 assessment framework (Schulz et al. 2016) and the ICCS 2016 technical report (Schulz et al. 2018b).
- 5 The original question had four response options: (1) "strongly agree," (2) "agree," (3) "disagree," and (4) "strongly disagree." For a clearer graphical representation and an easier interpretation of the results, we recoded the first two options as "agree" and the last two as "disagree" in all the subsequent analyses.

Figure 1: Average civic knowledge scores of students who agree or disagree that dictatorships are justified when they (a) bring economic benefits, and (b) bring order and safety



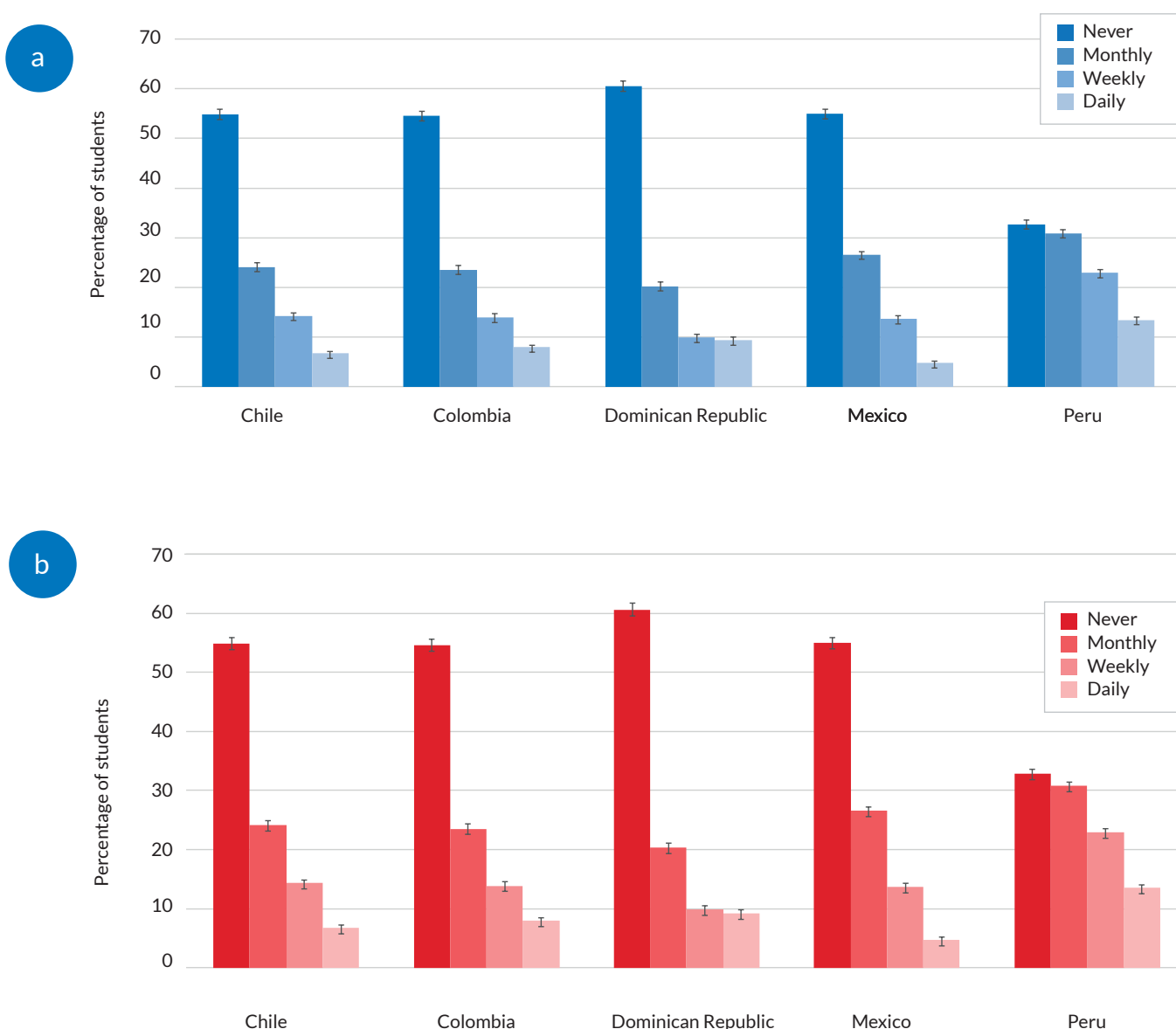
Notes: Red bars indicate the average civic knowledge scores for the students in that country, and black diamonds denote the 95% confidence intervals.

CAN FAMILIES PLAY A ROLE IN DECREASING STUDENTS' LEVELS OF SUPPORT FOR DICTATORSHIPS?

To answer this question, we separated those students who agreed dictatorial rule was justified under certain conditions from those that did not and compared the frequency with which both groups reported talking to their parents about political and social issues. Within each country, ICCS collected data on the percentage of students who reported talking to their parents about social and political issues daily, weekly, monthly, or never. On average, students who agreed that dictatorships were justified by certain conditions tended to talk less frequently to their parents about social and political issues (Figure 2).

The differences between the four frequency groups were statistically significant in most cases; there was no statistical difference between the categories “never” and “monthly” in Peru, or between the categories “weekly” and “daily” in the Dominican Republic (this was true whether a dictatorship brought economic benefits or order and safety). These results provide evidence to suggest that families that hold democratic views could contribute toward decreasing students’ support for dictatorships by increasing the frequency with which they discuss social and political issues with their children.

Figure 2: Percentage of students who agree dictatorships can be justified when they (a) bring economic benefits, and (b) bring order and safety, by frequency with which they talk to their parents about social and political issues



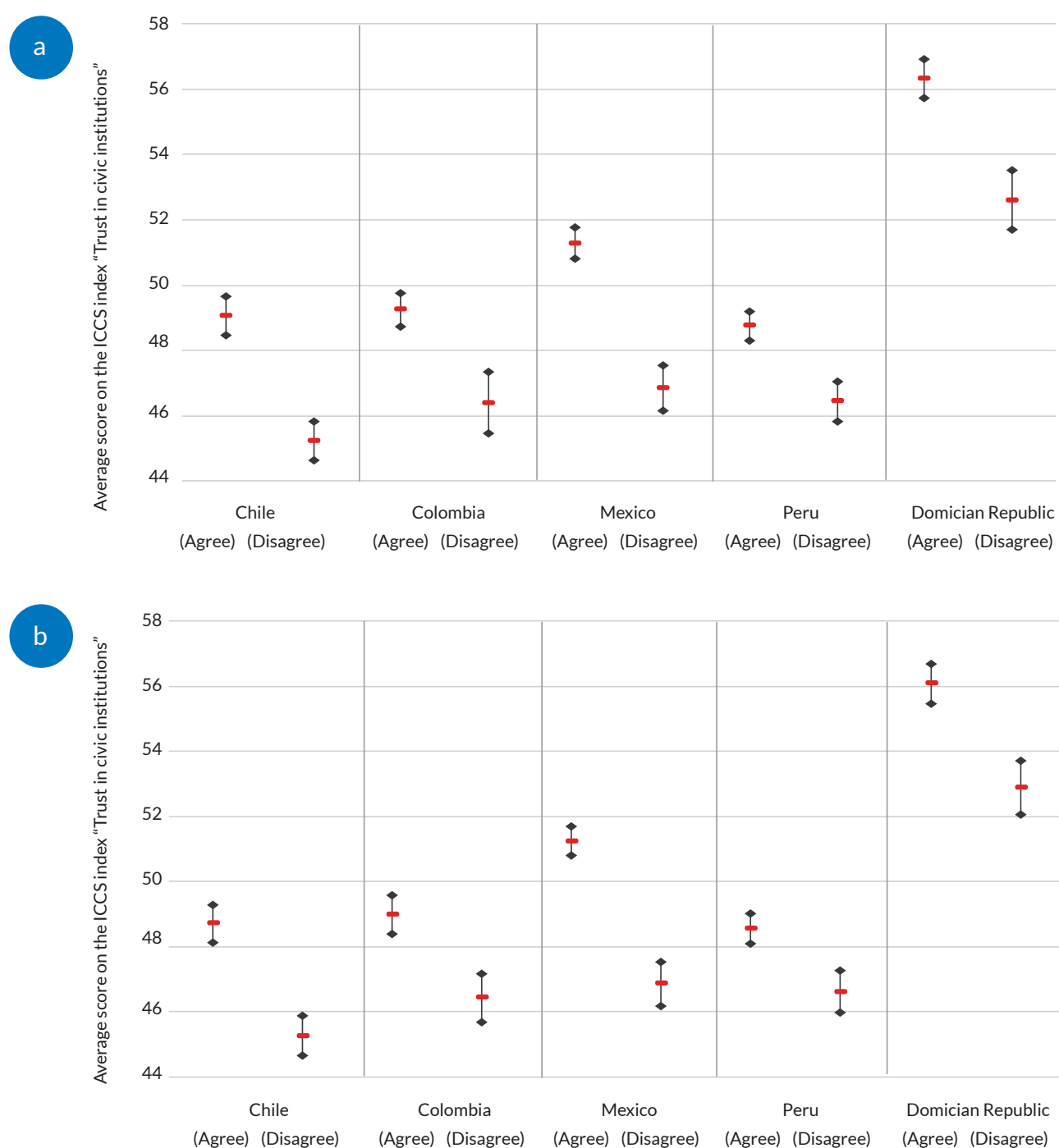
Notes: Black bars denote 95% confidence intervals.

CAN INSTITUTIONS PLAY A ROLE IN DECREASING STUDENTS' LEVELS OF SUPPORT FOR DICTATORSHIPS?

To answer this question, we separated those students who agreed dictatorial rule was justified under certain conditions from those that did not, and established their average scores for the index "Trust in civic institutions." On average, students

who agreed that dictatorships were justified by certain conditions tended to report higher levels of trust in civic institutions (Figure 3). The differences between the two groups are statistically significant in all cases.

Figure 3: Average score on the ICCS scale for students' trust in civic institutions for students who agree or disagree that dictatorships are justified when they (a) bring economic benefits, and (b) bring order and safety

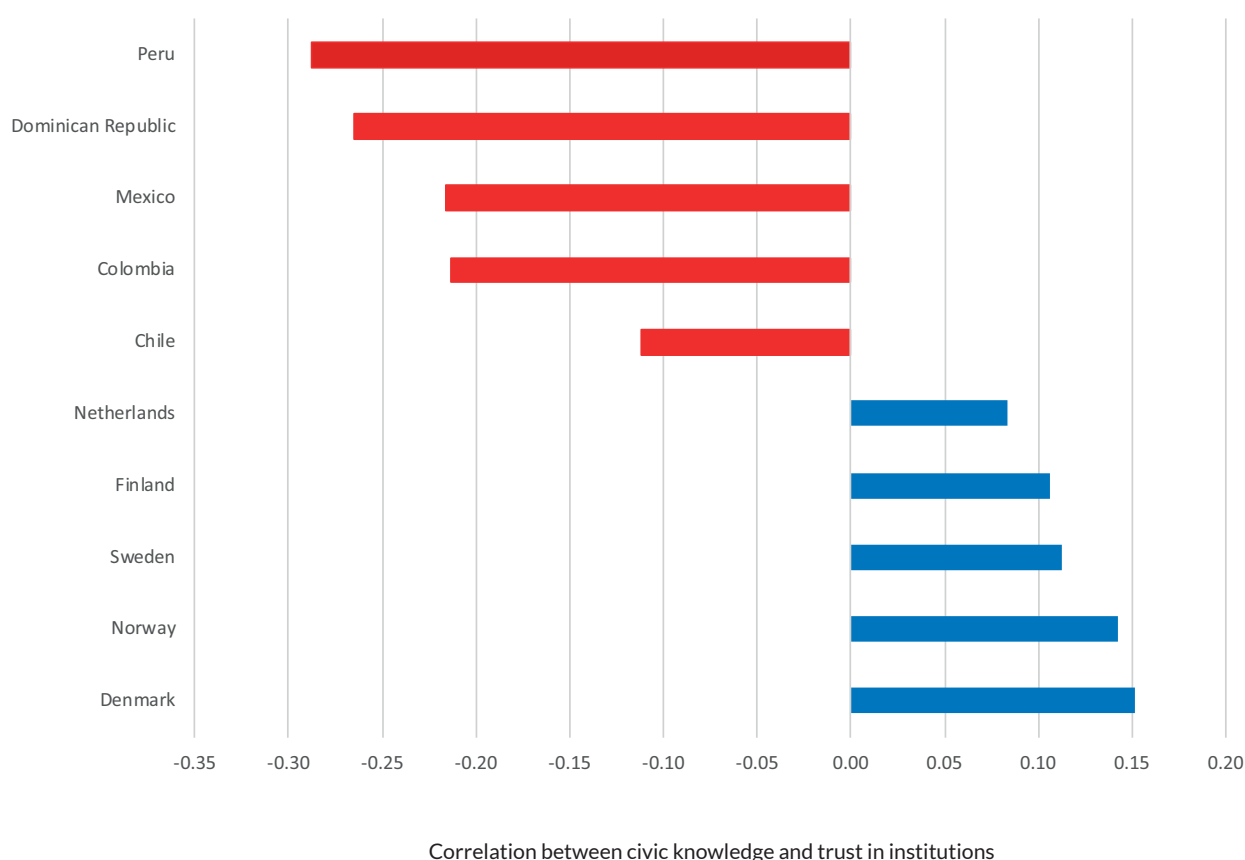


Notes: Red bars indicate the average scores on the students' trust in civic institutions scale and black diamonds denote the 95% confidence intervals.

In order to disentangle this finding, we undertook an additional analysis. One possible explanation for this counterintuitive finding would be that those students who disagreed that dictatorships are justified under certain conditions reported lower levels of trust in civic institutions because they are better informed about their political systems and are therefore more critical of them. If this is the case, we would expect students with higher levels of civic knowledge to have lower levels of trust in civic institutions in countries with democracies that are

perceived to be failing (such as in the Latin American countries), but higher levels of trust in civic institutions in the countries where democracies are well established (Lauglo 2013). We therefore used the well-known corruption perception index (Transparency International 2019) to select the five countries that participated in ICCS 2016 that are perceived as least corrupt; we then compared the results for these five additional countries with the analysis for the five Latin American countries (Figure 4).

Figure 4: Correlation between civic knowledge and students' trust in civic institutions for the five Latin American ICCS countries and the five ICCS 2016 countries with the lowest levels of perceived corruption according to the corruption perception index



We found evidence to support our hypothesis that, in countries with stronger democracies (lower levels of perceived corruption being an indicator), students with high civic knowledge tend to have greater trust in their institutions (correlation coefficients ranged from 0.08 to 0.15). Conversely, in the Latin American

countries, where democracy is perceived as weaker (higher levels of corruption), students with high civic knowledge tended to be more critical and to report lower levels of trust (correlation coefficients ranging from -0.29 to -0.11). All correlation coefficients were statistically significant.

DISCUSSION

Both schools and families can contribute to decreasing the worrisome levels of support for dictatorships reported by students in the Latin American countries participating in ICCS 2016. In agreement with previous research (Schulz et al. 2011), our analyses provide additional evidence to suggest that students who justify dictatorships under certain conditions tend to have lower levels of civic knowledge. Since civic knowledge as measured in ICCS is closely linked to curricula, this finding suggests that education systems would have opportunities to decrease students' support for dictatorships by increasing the overall levels of civic knowledge of their students. Our results show that families also have an important role to play, since students who talk more often with their families about social and political issues tend to be less supportive of dictatorships. Parents who hold democratic views could contribute toward promoting students' adherence to democratic values by discussing social and political issues with their children.

Finally, our results demonstrate that support for dictatorships is also associated with trust in institutions, but that this relationship is complex. We found that students with higher levels of civic knowledge tend to report higher levels of trust in institutions in countries with strong democracies, while in countries with weak democracies, high-achieving students tend to have lower levels of trust in institutions. For this reason, we argue that civic and political institutions also have a fundamental role to play in instilling democratic values in our future citizens. Our results suggest that failing democratic systems, where civically-informed young people do not trust their institutions, need to improve transparency and eradicate corrupt practices in order to promote support for democratic values.



REFERENCES

- Gallardo-Gómez, L. R. (2018). Movimientos sociales mexicanos ante la economía criminal y el estado narco. *Entropia*, 2(4), 99–127.
- Latinobarómetro. (2018). *Latinobarómetro Informe 2018*. Santiago, Chile: Corporación Latinobarómetro. Retrieved from http://www.latinobarometro.org/latdocs/INFORME_2018_LATINOBAROMETRO.pdf.
- Lauglo, J. (2013). Do more knowledgeable adolescents have more rationally based civic attitudes? Analysis of 38 countries. *Educational Psychology*, 33(3), 255–275. Retrieved from <https://doi.org/10.1080/01443410.2013.772773>.
- Mainwaring, S., & Pérez-Liñán, A. (2015). Cross-currents in Latin America. *Journal of Democracy*, 26(1), 114–127.
- Schulz, W., Ainley, J., Cox, C., & Friedman, T. (2018a). *Young people's views of government, peaceful coexistence, and diversity in five Latin American countries: IEA International Civic and Citizenship Education Study 2016 Latin American report*. Cham, Switzerland: Springer. Retrieved from <https://www.springer.com/gp/book/9783319953922>.
- Schulz, W., Ainley, J., Fraillon, J., Losito, B., & Agrusti, G. (2016). *IEA International Civic and Citizenship Education Study 2016 assessment framework*. Cham, Switzerland: Springer. Retrieved from <https://www.springer.com/gp/book/9783319393568>.
- Schulz, W., Ainley, J., Friedman, T., & Lietz, P. (2011). *ICCS 2009 Latin American report: Civic knowledge and attitudes among lower-secondary students in six Latin American countries*. Amsterdam, The Netherlands: International Association for the Evaluation of Educational Achievement (IEA). Retrieved from <https://www.iea.nl/index.php/publications/study-reports/international-reports-iea-studies/iccs-2009-latin-american-report>.
- Schulz, W., Carstens, R., Losito, B., & Fraillon, J. (2018b). *ICCS 2016 technical report*. Amsterdam, The Netherlands: International Association for the Evaluation of Educational Achievement (IEA). Retrieved from <https://www.iea.nl/publications/technical-reports/iccs-2016-technical-report>.
- Transparency International. (2019). *Corruption perceptions index 2016*. Berlin, Germany: Transparency International [webpage]. Retrieved from https://www.transparency.org/news/feature/corruption_perceptions_index_2016.

FURTHER READING

- Cohen, M. J., Lupu, N., & Zechmeister, E. J. (2017). *The political culture of democracy in the Americas 2016/17*. Nashville, TN: Latin American Public Opinion Project, Vanderbilt University.
- Lührmann, A., Gastaldi, L., Grahn, S., Lindberg, S. I., Maxwell, L., Mechkova, V., Morgan, R., Stepanova, N., & Pillai, S. (2019). *Democracy facing global challenges*. V-DEM Annual Democracy Report 2019. Gothenburg, Germany: V-Dem Institute.





ABOUT THE AUTHORS

ANDRÉS SANDOVAL-HERNÁNDEZ



Dr Andrés Sandoval-Hernández is a lecturer in Educational Research at the University of Bath. Prior to that, he worked as Head of the Research and Analysis Unit at the IEA and held different academic appointments at the Universidad Iberoamericana (UIA) and the Facultad Latinoamericana de Ciencias Sociales (FLACSO). Over the last few years,

he has collaborated with or consulted for the ministries of education of several countries and various international organisations including the IADB, the OECD, UNESCO and UNICEF. His research interests include comparative analyses of educational systems using large-scale assessment data, with a focus on educational inequalities and civic education.

DANIEL MIRANDA



Dr Daniel Miranda is a researcher at the Measurement Center MIDE UC, Pontificia Universidad Católica de Chile, and adjunct researcher on a Chilean national panel study about conflict and social cohesion at the Centre for Social Conflict and Cohesion Centre (COES). His doctoral dissertation focused on

young citizenship, socialization, and inequality. His areas of interest include youth political participation, political inequalities, political socialization, intergroup relations, intergroup attitudes, public opinion research, quantitative methods, structural equation modelling, and multilevel modelling.

ERNESTO TREVIÑO



Dr Ernesto Treviño is the director of the Center for Educational Transformation, principal researcher at the Center for Educational Justice, and associate professor of the Faculty of Education at the Pontificia Universidad Católica de Chile. He is interested in developing better understanding of educational inequalities in Chile and Latin America, and studies the interaction between policy and practice, in order to understand how policy can be translated into everyday practices in schools. He directed the

evaluation of Chile's *A Good Start* program, and the second, third, and fourth studies of factors associated with achievement for the Latin American Laboratory for Educational Quality of UNESCO. He has led different research projects funded by the Chilean National Council for Science and Technology, UNESCO, UNICEF, UNDP, the Chilean Agency for the Quality of Education, the ICFES in Colombia, and the Chilean and Nicaraguan Ministries of Education.

SYLVIA SCHMELKES



Dr Sylvia Schmelkes is the Academic Vice-President of the Universidad Iberoamericana in Mexico City. She is a pioneering researcher and advocate for reform in Mexico's education system, and one of Latin America's leading proponents of intercultural education. Over her four-decade career, she has championed

inclusion and equitable models of education at the Mexican Secretariat of Public Education, UNICEF, UNESCO, and the OECD. Her leadership has contributed to the founding of nine intercultural universities that aim to support the linguistic and cultural autonomy of Mexico's diverse Indigenous populations.





IEA COMPASS

ABOUT IEA

The International Association for the Evaluation of Educational Achievement, known as IEA, is an independent, international consortium of national research institutions and governmental agencies, with headquarters in Amsterdam. Its primary purpose is to conduct large-scale comparative studies of educational achievement with the aim of gaining more in-depth understanding of the effects of policies and practices within and across systems of education.

Copyright © 2019 International Association for the Evaluation of Educational Achievement (IEA)
All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, electrostatic, magnetic tape, mechanical, photocopying, recording or otherwise without permission in writing from the copyright holder.

ISSN: 2589-70396

Copies of this publication can be obtained from:

IEA Amsterdam
Keizersgracht 311
1016 EE Amsterdam
The Netherlands

By email: secretariat@iea.nl
Website: www.iea.nl

Thierry Rocher
IEA Chair




Dirk Hastedt
IEA Executive Director

Andrea Netten
Director of IEA Amsterdam

Gillian Wilson
IEA Senior Publications Officer

Compass Editor
David Rutkowski
Indiana University

Follow us:

 @iea_education
 IEAResearchInEducation
 IEA

Please cite this publication as:

Sandoval-Hernández, A., Miranda, D., Treviño, E., & Schmelkes, S. (2019, September). *Is democracy overrated? Latin American students' support for dictatorships*. IEA Compass: Briefs in Education No. 7. Amsterdam, The Netherlands: IEA.